

Historic Newton

Journey on the Underground Railroad

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Program Description

Engage the minds and imaginations of learners of all ages and discover what really happened on the Underground Railroad. Come to Historic Newton's Jackson Homestead and Museum—tour the house where the Jackson family took in people escaping from slavery, act out a trial under the Fugitive Slave Law of 1850, hear stories and try hands-on activities—all to experience what life was like for enslaved people in the United States.

Our program will share true stories of enslaved men and women including:

- Anthony Burns, who in 1854 was arrested as a 'fugitive slave'
- Loquassichub Um, who was stolen from her parents, enslaved, and traveled from Africa to Jamaica and then to the United States
- Henry 'Box' Brown, who hired a man to build him a box and ship him to freedom

Participatory and interactive, our program will have students engaging in role-play and chaperones facilitating a reading response activity

Skills

Exploring, Language Development, Listening, Making Connections, Moving, Observing, Touching, Visualizing, Close Reading, Sourcing, Critical Thinking, Contextualizing & Corroborating.

See Appendix I for a detailed list of links to the Massachusetts Social Studies Curriculum frameworks.

What to Expect on Your Visit

Teachers and parent chaperones should come prepared to be facilitators in a reading and response activity with an accompanying hands-on activity in the Confronting Our Legacy gallery.

Parking & Logistics

Parking is available on Washington Street and Jackson Road. Groups arriving in buses may be dropped off at the driveway but may not park there. The museum program is held in the Orientation Room and the Confronting Our Legacy gallery and is one hour in length. If you wish to conclude your program with a snack, please notify staff in advance and plan for an additional 30 minutes and a \$25 charge. You must provide all snack supplies.

About Historic Newton

Historic Newton encourages inquiry about and exploration of the history of Newton, Massachusetts within the context of the wider American story. We oversee the Jackson Homestead, the Durant-Kenrick House and Grounds, and Newton's Historic Burying Grounds. We also collect, preserve, interpret, and exhibit historic artifacts of local significance and offer public programs in the form of seminars, workshops, tours, and discussions. By keeping our past alive in the present, we work to foster a sense of continuity and community.

Appendix I: Links to the Massachusetts History & Social Science Curriculum Frameworks

Grade 2

Concepts & Skills

HISTORY AND GEOGRAPHY

Use correctly words and phrases related to time (now, in the past, in the future), changing historical periods (other times, other places), and causation (because, reasons).

CIVICS AND GOVERNMENT

Define and give examples of some of the rights and responsibilities that students as citizens have in the school (e.g. students have the right to vote in a class election and have the responsibility to follow school rules).

Give examples of fictional characters or real people in the school or community who were good leaders and good citizens, and explain the qualities that made them admirable (e.g., honesty, dependability, modesty, trustworthiness, courage).

Learning Standards

2.9 With the help of the school librarian, identify and describe well-known sites, events, or landmarks in at least three different countries from which students' families come and explain why they are important.

2.10 After reading or listening to a variety of true stories about individuals recognized for their achievements, describe and compare different ways people have achieved great distinction (e.g. scientific, professional, political, religious, commercial, military, athletic, or artistic).

Grade 3

Concepts & Skills

HISTORY AND GEOGRAPHY

Explain the meaning of time periods or dates in historical narratives (decade, century, 1600s, 1776) and use them correctly in speaking and writing.

Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action.

Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance.

Learning Standards

CITIES AND TOWNS OF MASSACHUSETTS

3.9 Identify historic buildings, monuments, or sites in the area and explain their purpose and significance.

3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed.

Grade 4

Learning Standards

REGIONS OF THE UNITED STATES

4.15 Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of:

African Americans, including an explanation of their early concentration in the South because of slavery and the Great Migration to northern cities in the 20th century, and recent African immigrant groups (e.g., Ethiopian) and where they tended to settle in large numbers.

OPTIONAL LEARNING STANDARDS FOR CENTRAL AMERICA AND THE CARIBBEAN ISLANDS⁵

4.28 Describe the climate and major natural resources of the Caribbean Islands and explain their relationship to the economy of those regions.

Grade 5

Concepts & Skills

HISTORY AND GEOGRAPHY

Identify different ways of dating historical narratives (17th century, seventeenth century, 1600s, colonial period).

Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative.

CIVICS AND GOVERNMENT

Define and use correctly words related to government: citizen, suffrage, rights, representation, federal, state, county, and municipal.

Give examples of the responsibilities and powers associated with major federal and state officials (e.g., the President, chief justice of the U.S. Supreme Court, governor, state senators, and state representatives).

Learning Standards

THE POLITICAL, INTELLECTUAL, AND ECONOMIC GROWTH OF THE COLONIES, 1700–1775

5.10 On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18th century.

5.12 Explain the causes of the establishment of slavery in North America. Describe the harsh conditions of the Middle Passage and slave life, and the responses of slaves to their condition. Describe the life of free African Americans in the colonies.

THE FIRST FOUR PRESIDENCIES AND THE GROWTH OF THE REPUBLIC UNITED STATES TO 1820

5.31 Describe the significance and consequences of the abolition of slavery in the northern states after the Revolution and of the 1808 law that banned the importation of slaves into the United States.

Grade 7

Concepts & Skills

HISTORY AND GEOGRAPHY

Compare information shown on modern and historical maps of the same region.

Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history.

Identify multiple causes and effects when explaining historical events.

Grade 8-12

History and Geography

Interpret and construct timelines that show how events and eras in various parts of the world are related to one another.

Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments.

Distinguish historical fact from opinion.

African History to 1800

WHI.20 Describe the development and effects of the trans-African slave trade to the Middle East from the 8th century on, and the trans-Atlantic slave trade to the Western Hemisphere from the 16th century on.

US History

USI.7 Explain the roles of various founders at the Constitutional Convention. Describe the major debates that occurred at the Convention and the “Great Compromise” that was reached. (H, C)

Major Debates

A. the distribution of political power

B. the rights of individuals

C. the rights of states

D. slavery

USI.29 Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture.

SOCIAL, POLITICAL, AND RELIGIOUS CHANGE, 1800–1860

USI.31 Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism.

A. Frederick Douglass

B. William Lloyd Garrison

C. Sojourner Truth

D. Harriet Tubman

E. Theodore Weld

Grade 12

Scarcity and Economic Reasoning

E.1.1 Define each of the productive resources (natural, human, capital) and explain why they are necessary for the production of goods and services